

Unlocking Alcatraz– Indian Occupation

2013-2014	Desired Results	
Goals of Program	Transfer	
<p>Students will ...</p> <ul style="list-style-type: none"> • Enrich their understanding of place through inquiry. • Experience National Parks as places for learning and recreation and develop a personal connection with their local national park. • Learn about the Indian Occupation of Alcatraz, 1969-1971, as a critical influence in American social protest and the Civil Rights movement. 	<ul style="list-style-type: none"> • Analyze and synthesize primary and secondary sources. • Engage in an informed and reasoned discussion of the relationship between civil rights and civil disobedience. 	
CA History-Social Studies Content Standards	Meaning	
<p>Chronological and Spatial Thinking</p> <ul style="list-style-type: none"> • Evaluate the consequences of past events and decisions. • Relate current events to the physical and human characteristics of places and regions. <p>Historical Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> 1. Students identify bias and prejudice in historical interpretations. 4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations. <p>Historical Interpretation</p> <ol style="list-style-type: none"> 1. Students show the connections between particular historical events and larger trends and developments. <p>Students interpret past events and issues within</p>	<p>Enduring Understandings Students will understand that:</p> <ul style="list-style-type: none"> • Individuals and/or groups who speak out against laws and/or commonly held beliefs have faced consequences throughout US history and continue to do so • Historical interpretation is influenced by one's perspective. • Local history enriches and challenges our perception of the national narrative • National Parks belong to all of us and each of us can play a part in their preservation and protection. 	<p>Essential Questions</p> <p>Does our democracy support activism or does activism support our democracy?</p>

the context in which an event unfolded.		
	Acquisition	
<p>11.10 - Students analyze the development of federal civil rights and voting rights.</p> <p>2. Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South ... and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians...</p> <p>12.2 - Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens ...</p> <p>1. Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured ...</p> <p>12.3 - Students evaluate and take and defend positions on what the fundamental values and principles of civil society are for a free society.</p> <p>2. Explain how civil society makes it possible for people to bring their influence to bear on government in ways other than voting and elections.</p> <p>12.10 - Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between: liberty and equality; civil disobedience and the rule of law</p>	<p>Students will know :</p> <ul style="list-style-type: none"> • The historical context in which the Native American Occupation took place. • The importance of the Native American Occupation as a foundation for ongoing protests and legal battles of all people seeking equality. • Political strategies and actions used during the Occupation to promote unity among Native Americans. • Government strategies and actions to end the Occupation. 	<p>Students will be able to ...</p> <ul style="list-style-type: none"> • Analyze timeline, primary sources, DVD to explain how the Alcatraz Occupation unfolded. • Determine how the rhetoric of the Occupation contributed to public support. • Synthesize information and opinions about the Occupation to write an argument supporting a specific claim using valid reasoning and relevant and sufficient evidence.
California's Common Core State Standards Grades 11-12	Evidence	
<p>Reading Standards – Craft and Structure</p> <p>6 Determine an author's point of view or purpose in a text.</p>	<p>Students will show their learning by ...</p> <p>Examine, question, and interpret primary and secondary sources in order to explain the different points of views and beliefs of individuals and groups during the Occupation.</p>	

<p>Writing Standards – Text Types and Purposes</p> <ol style="list-style-type: none"> 1. Write arguments to support claims in an analysis of substantive topics or texts ... 2. Write informative/explanatory texts to examine and convey ideas. <p>Writing Standards – Research to Build and Present Knowledge</p> <ol style="list-style-type: none"> 7. Conduct research projects to answer a question. <p>Speaking and Listening Standards – Comprehension and Collaboration</p> <ol style="list-style-type: none"> 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. <p>Reading Standards for Literacy in History/Social Studies – Key Ideas and Details</p> <ol style="list-style-type: none"> 3 Cite specific textual evidence to support analysis of primary and secondary source... 	<p>Write a critical argument in response to</p> <ul style="list-style-type: none"> • Would you consider the Occupation on Alcatraz to be a success or a failure? <p style="text-align: center;">OR</p> <p>Write an informative/explanatory essay addressing</p> <ul style="list-style-type: none"> • What are the similarities and differences between a political protest that has occurred during your lifetime and the Occupation on Alcatraz? <p>Students will use evidence gathered through the place-based activity on Alcatraz that enables them to write a clear and complete argument.</p>
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